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ABSTRACT

Although there is a proliferation of educational programs aimed at improving language, there have been only meager attempts to produce measures for diagnostic and evaluative purposes. The project herein described is an attempt to devise a test that could be used: (1) to identify specific speech deviations of black ghetto students in order that curricula could be based on the needs of individuals, and (2) to produce a relevant yardstick for pre-post evaluations. Authoritative opinions of speech differences between black ghetto and standard dialect were used as the basis for constructing test items that were subsequently administered to groups of disadvantaged black students and middle class white students. The criteria for item validity rested on the extent to which individual items could discriminate between the groups. Ninety-six of the 123 items reached the five percent level of significance. Recommendations to replicate these findings, reduce the length of the final form of the test, and add new categories to make the test more comprehensive are detailed. Tabulations of test results and sample forms of the test administered are included. [Not available in hard copy due to marginal legibility of the original document.] (Author)

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"THE DEVELOPMENT OF A DIAGNOSTIC INSTRUMENT TO BE USED FOR IDENTIFYING NON-STANDARD DIALECT PATTERNS OF DISADVANTAGED NEGRO STUDENTS"

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SUMMARY

Although there is a proliferation of educational programs aimed at improving language there have been only meagre attempts to produce measures for diagnostic and evaluative purposes. The project herein described was an attempt to devise a test that could be used to 1) identify specific speech deviations of black ghetto students in order that curricula could be based on the needs of individuals, and 2) to produce a relevant yardstick for pre-post evaluations. Authoritative opinions of speech differences between black ghetto speech and standard dialect were used as the basis for constructing test items that were subsequently administered to groups of disadvantaged-black and middle-class-white students. The criteria for item validity rested on the extent to which individual items could discriminate between the groups. Ninty six of the one hundred twenty three items reached the 5% level of significance. Recommendations to replicate the present findings, reduce the length of the final form of the test and add new categories to make the test more comprehensive were made.

INTRODUCTION

Research Need

This research project was generally concerend with non-standard dialect patterns of disadvantaged Negro students, an area of study that has apparently been neglected for many reasons. William Stewart (1964) explained the neglect as follows:

> "Amazingly little attention has been paid to urban Negro dialects. There are probably a number of reasons for this neglect, and as a first step it might be useful to review some of these. First, there has been the general attitude, common even among some linguists, that non-standard speech is less worthy of interest and study than varieties of speech with high prestige and social acceptability. As this relates to the speech of Negroes, it has been reinforced by a commendable desire to emphasize the potential of the Negro to be identical to white Americans, and accordingly to deemphasize any current behavioral patterns which might not seem to contribute directly to that goal. Where attention has been paid to non-standard Negro speech, much of it has unfortunately been in the form of amateurish and often racistic speculation by early "authorities," and this has undoubtedly discouraged many reputable linguists from specializing in the area. Lastly, respect for the feelings of Negroes themselves had probably played a part in discouraging the study of Negro speech. For, as is quite understandable, many Negroes are somewhat sensitive about public focus on distinctively Negro behavior, particularly if it happens to be that of lower class Negroes. In some cases, this attitude many stem from a belief that such studies, where unmatched by comparable ones of the behavior of educated Negroes, might well encourage old stereotypes about the American Negro by giving an incomplete picture of the cultural range which he represents. In other cases, the same attitude may betray a feeling of insecurity in individuals who themselves have made an incomplete transition from a lower class, non-standard speech background, and who may accordingly feel threatened by any evidence of the proximity of behavior which they have worked very hard to leave behind. Although we can understand the reasons for all of these views, and even sympathize with some of them, I feel that none is either legitimate enough or important enough to be allowed to discourage research on Negro speech any longer.

> For I am convinced that the effectiveness of English teaching in the context of non-standard urban Negro dialects will ultimately depend upon the results of competent research into their linguistic characteristics and their sociological function."

Raven McDavid Jr., (1964) who also noted the inclination to avoid mentioning speech differences, said, "When teachers start to talk about the grammatical characteristics that distinguish Negro and white speech, professional racemen may say, 'Dont mention this; this is discrimination.' But among scholars concerned with the fate of our country, mention of these features is not discrimination; we must talk about things that occur, for failure to mention them and to seek a cure will help perpetuate discrimination." Walter Loban (1966) states, "Economic and social lines have always been difficult to cross, and language is one of the strongest barriers to a fluid society in which human worth is to count for more than fortunate birth. It is a sociological fact that all speech communities tend to feel hostility or disdain for those who do not use their language." On the question of singling out non-standard speech of Negroes for investigation, McDavid concluded:

> "We must remove linguistic handicaps if our educational system is to survive. One other problem is involved here; to convey to the dominant culture a better understnading of what Standard English actually is. We must keep reminding our neighbors that Standard American English has many varieties, all good. We must remind them not to confuse what is regionally and what is socially different. And we must also relaize--and make others realize--that a person's dialect is one of his most intimate possessions. We may want to give a person other modes of his language to communicate with in other situations, but we don't want to make him too self-conscious about the fact that he and his family and friends use a non-standard dialect."

While many teachers of English have expressed an interest in the language patterns of their disadvantaged Negro students and realize that ordinary English classes are of little help to their students in this area, very little has been done to help teachers identify the specific language patterns and speech problems which are characteristic of lower class non-standard Negro speech. Thus the ultimate objective of this project is to develop an English program which will lead teachers and students to an understanding of students' dialect patterns, and to the techniques for the remediation of those language patterns that are non-standard. It was decided that the first

step in the achievement of this ultimate objective should be the development of a diagnostic measure for identifying non-standard dialect characteristics of disadvantaged Negro students which contrast with standard English. The instrument should identify non standard dialect patterns of individual students which should provide the basis for a teaching program by defining course objectives in terms of any particular student or group and, as a consequence, provide a means for pre post evaluation.

Specific Research Goal

The specific purpose of this project, then, was to construct and validate a measure to aid teachers in the analysis of language patterns and provide a yardstick for the evaluation of programs aimed at the development of standard dialect among disadvantaged black students. The original motive for the construction of such a measure was primarily practical; the evaluation of federally supported language arts programs concerned with dialect development was required, but appropriate measures were unavailable. It seemed logical that the first step in the long range development of curricula to effect change in speech patterns, be the construction of an instrument to diagnose deviations from standard dialect. It was obvious that all students differed in their pattern of deviation from standard dialect and, as a consequence, would require individualized developmental and remedial activities. Furthermore, it seemed that evaluation of the activities of such an individualized program would be best accomplished on the basis of change in specific language objectives for each student. The measure of program success was to be post-test change in specific speech deviations identified by a pre test diagnosis. The advantage of a diagnostic measure of this sort is that program content can be flexibly suited to the needs of a particular group and avoid the ritualistic, fixed content sometimes found in educational programs. In summary, the imaginary model that acted as the goal of the project was a set of test-type items that would identify deviations from standard dialect for individual students. These deviations would in turn act as specific objectives for individual students, allow the teacher to construct relevant course content based on individual need, and have a pre post measure related to the actual content of the program rather than "standardized" measures only vaguely related to curricular activities.

This project was essentially a validation study. The plan was to compose a pool of items seemingly relevant to the differences between black ghetto speech and standard dialect, administer the items to a group of disadvantaged black students and to a group of middle-class white students and retain those items that were best able to discriminate between the groups when their results were compared.

METHOD

Test Construction-Experimental Form

The first task in the construction of the experimental test was to search the literature for studies whose purpose was the identification of black-white dialect differences. The logic was that authoritative observations would provide the most promising basis for discriminating items. Two sources, Loban's Problems in Oral English (1966) and Williamson's article in Social Dialects (1964) provided the initial outline for item construction. Loban reported ghetto dialect to be characterized as follows:

1A: Lack of agreement of subject and verb, third person singular (excluding all forms of the verb to be)

Example: He say he is going home.
The boy don't look happy.
We have to see it because he want to see it.

1B: Lack of agreement of subject and verb for all forms except the third person singular (again excluding all forms of the verb to be)

Example: They runs down the street.
The two little girls looks at the little boy.
She asks him while they walks home from the movie.

1C: Lack of agreement of subject and verb while using forms of the verb to be.

Example: I is going outside.
We is the best ones.
I thought you was going to ask me that.

1D: Omission of the verb to be.

Example: He (is) happy.
That girl (is) my friend.
They (were) here to see us yesterday.
The reason I didn't go (was that) I didn't want to.

1E: Omission of auxiliary verbs.

Example: He (is) running away.
He (has) been here.
She (will) be happy to hear the news.

Most of the difficulty for the Negro subjects centers on auxiliaries formed from the verb to be. This indicated that this category may be closely related to category 1D and should be viewed as additional evidence that handling the verb to be is a major problem for Negro children learning standard usage. As the next-to-the-last example above shows, the Negro dialect tends always to drop the first auxiliary.

They (have) been tormenting me all day.

1F: Non-standard use of verb forms.

Example: He has ate.
She ain't told him.
He don't be ther much.

1G: Inconsistency in the use of tense.

Example: I ate breakfast in the morning. I run to the store then to buy a comic book.
One time when I was sick, my mother comes in to see me.
She knew if she does something bad he would find out.

2A: Non-standard use of pronouns.

Example: Her went to town.
My sister and them went with me.
They eyes are blue.

2B: Use of that instead of who as a relative pronoun referring to persons.

Example: I saw the man that I knew.
There goes the girl that is running away.

2C: Confusing use of pronouns.

Example: They thought they were waving at them when they rode by them.
So Pinky went over to her house, and she helped her.
Every time she'd do something, she would turn her head.

3A: Ambiguous placement of a word, phrase, or clause.

Example: The man is blowing a horn with a hat on.
The curtains were hanging up and shades.
Lloyd we have to see it because he likes to see it.

3B: Awkward arrangement or incoherence.

Example: A couple of weeks is school out.
You make a circle with everybody go in.
He signals to all the pitchers in these games what he'd hit and win.

4A: Omission (except of auxiliary verbs)

Example: I go you know to buy ice cream you know at at the store.
And he told me to take it very often he said.
They had on hats and different clothes on.

5A: Non-standard connection (prepositions)

Example: Listen at (to) him.
We drove to (from) Utah to Texas.
Bud went back at (to) his home.

5B: Non-standard connection (conjunctions)

Example: He went in the room when (where) she was.
I wish if (that) I don't die or anything.
She wanted to go to the party, but (and) so she went.

6A: Non-standard modification (adjectival)

Example: He was a airplane.
That girl is more pretty than the other one.
I would like to play with the youngest of those two girls.

6B: Non-standard modification (adverbial)

Example: I sometime watch the fights.
This girl knew that man very much.
I guess he arrived quick.

7: Non-standard use of noun forms

Example: I see two mans.
The people are all wearing masses (masks).
The movie was a western about the calvary (cavalry).

8: Double negatives

Example: I don't know nothing about that.
We don't have no books at our house.
There wasn't nobody coming to visit him.

9: Non-standard use of possessives

Example: That is the girl hand.
They're bandaging a dog leg.
We ride in my mother car.

Although Loban's study was not concerned with articulation errors and overall clarity of pronunciation, he recognized the problem and noted:

> "Although this study has not been concerned with clear articulation of speech one matter should be noted as a subject for future study. Anyone listening to the oral language of the Negro subjects would agree that many word endings and beginnings are missing in Negro dialect."

Williamson categorized these articulation deviations as:

Loss of final consonant in consonant clusters.

Example: dentist/dentis/or/dintis
greatest/gretis
test/tes
wasp/was

Loss of final or preconsonantal /r/.

Example: door/do /do
four/fo /fo

Loss of medial /r/

Example: carried/kaed
tomorrow/t ma

Williamson found other pronounciations such as:

seven/sebem/(sebm)
help/hep
asks/aesks/aeks/or/aeskiz

Another articulation deviation believed to be relevant by the authors of this paper is the substitution of the sound f for unvoiced th in the medial and final positions (birfday/birthday, teef/teeth).

Hoping for a broad comprehensive measure the authors originally intended that all the above categories be included. It was; however, soon discovered that many of the categories were not suited to the requirements of a standardized test situation and, as a consequence, the scope of the measure

was curtailed. The primary and most difficult task in the writing of items was arranging a situation or stem that would elicit the response in such a way that the subject could give evidence of his dialect in a controlled, scorable manner. The more usual classroom situation is to elicit from a subject a recitation or story and to select from his language those features most obviously in need of remediation. It is possible through this means for a highly astute observer to come to an understanding of some of the features of an individuals dialect but it is time consuming to the extent that few teachers would make the effort even if they knew what to look for. The aim was to produce items that were the same for all subjects in order that students might eventually be grouped according to instructional need. A second requirement imposed by the authors of the test items was that the sounds, or words that included the sounds to be scored, be elicited in such a way that "modeling cues" from the examiner be eliminated. This meant that subject-examiner interaction might include many kinds of behaviors but that requests including the word sound to be scored be eliminated. For example, the statement "Say the word 'birthday' (to test for medial th) could not be used due to the modeling cue given by the examiners correct enunciation of the medial th in the question. A third limitation attempted to eliminate the problems that could arise from reading. Because many of the students for whom the test is intended are below expected reading levels, questions requiring students to read and pronounce words were eliminated. The measure aimed at the elicitation of sounds and words without the contaminating influence of reading. It was decided that the subject have in front of him a copy of the questions but that reading be done by the examiner.

Meeting the above requirements reduced the number of scorable categories that could be examined. Following the logic that it would be better to thoroughly examine a limited number of categories that were suitable for testing rather than drop the project or, at best, produce a "checklist", the authors proceeded. Several english teachers who routinely deal with dialect problems reassured the authors that the categories included in the experimental form of the test represented the dialect deviations most frequently encountered. The categories are as follows:

Substitutions Omissions and Distortions.

Medial (th) voiceless
Medial consonant cluster (st)
Medial (r)
Vowel distortions

Final (th) voiceless
Final consonant cluster (sk)
Final (r)
Final consonant cluster (st)
Medial (l)
Vowel distortions
Irregulars

Subject Verb Agreement

First person singular past tense
First person singular present tense
First person plural past tense
First person plural present tense
Second person past tense
Second person present tense
Third person singular past tense
Third person singular present tense
Third person plural past tense
Third person plural present tense

Subject Verb Agreement (to be)

First person singular past tense
First person singular present tense
First person plural past tense
First person plural present tense
Second person past tense
Second person present tense
Third person singular past tense
Third person singular present tense
Third person plural past tense
Third person plural present tense

Substitutions omissions and distortions were tested by both pictures and sentences. The original intent was to use as many pictures as possible with the examiner asking the subject to name the object shown. The method appeared to be a good one but was limited to the elicitation of nouns that could be portrayed, hence, the inclusion of sentences. Sequences of pictures for eliciting verbs, too, were discarded in favor of sentences that, given a number of cues, appeared to elicit appropriate responses in informal student pretests. The experimental form of the test was composed of one hundred twenty three items divided roughly in half between the first grouping of 63 items (substitutions omissions and distortions) and a second grouping of 60 items (Subject Verb Agreement). These sections were divided in turn by the type of question (pictures or sentences) to produce four subgroups. The questions were mixed within sections primarily to reduce the effects of psychological "set". Appendix A is the experimental form of the test. Appendix B, the scoring

summary for the test, shows the numbers of the items related to each category. Appendix C is the copy made available to the student.

Sample

Two groups of tenth grade high school students were selected for item validation. One group was composed of black disadvantaged students the other group being characterized as white middle class. All students were recent entrants to Pontiac Central High School (PCH) an integrated high school that receives students from several junior high schools one of which is all black and eligible for poverty funds and another that is nearly all white and generally thought to be middle class. Lists of new entrants to PCH from the two junior high schools in question were obtained. One hundred students from each of these lists were randomly selected to represent the black disadvantaged and white middle class groups to whom the test was subsequently administered.

Procedure: The test was individually administered to all available subjects by four speech therapists with experience in dialect differences. It was believed that such teacher experience would be a necessity as the scoring of the test requires the examiner to determine the presence or absence of the critical spoken sounds. Two of the four selected teachers were black in order to distribute fairly any effects of subject-examiner color differences. The black and white examiners all gave tests to evenly divided, randomly assigned groups of black and white students. Sample attrition was small. Ten subjects in the black group were randomly rejected in order to equal the N of the white group and thereby facilitate comparisons.

The results of all tests were scored, tabulated and analyzed by item, that is, tested for independence by χ^2 in a 2x2 contingency table. Graphically it would appear as follows:

	Correct	Incorrect	
White	a)	b)	90
Black	c)	d)	90
			180 T

χ^2 was calculated directly from observed frequencies as follows:

$$\chi^2 = \frac{(ad-bc)^2 T}{(a+b)\ (c+d)\ (a+c)\ (b+d)}$$

Where cells contained an expected frequency smaller than 10, Yates correction was applied, resulting in a χ^2 formula of:

$$\chi^2 = \frac{\left(N\left|ad-bc\right| - \frac{N}{2}\right)^2}{(a+b)\ (c+d)\ (a+c)\ (b+d)}$$

Item validity was a matter of the capacity of an item to distinguish between the two groups.

RESULTS

Table 1 is a compilation of item data obtained from the administration of the experimental form of the test to the validation groups. It presents, by item, the number of correct and incorrect responses for each group (identified as black and white) and the significance of differences between them (χ^2 and p).

The results in Table 1 show that in ninty six of the one hundred twenty three items, criterion significance ($p<.05$) was reached. Seventy nine of the items reached significance at $p<.01$, eight items reached $p<.02$ and nine reached $p<.05$. Twenty seven of the item results showed no significant differences between the groups.

Table 1 Correct and incorrect responses, and tests of the significance of item differences (χ^2 and p) between white middle class and black lower class high school students on a measure of dialect.

	Correct		Incorrect		Significance	
Item	White	Black	White	Black	χ^2	p
1	77	36	13	54	39.97	<.01
2	72	34	18	56	33.14	<.01
3	90	67	0	23	26.37	<.01
4	88	57	2	33	34.09	<.01
5	88	57	2	33	34.09	<.01
6	88	27	2	63	89.60	<.01
*7	90	78	0	12	10.80	<.01
8	87	48	3	42	45.06	<.01
9	88	72	2	18	14.40	<.01
*10	90	88	0	2	.57	n.s.
11	87	28	3	62	83.82	<.01
12	85	73	5	17	7.46	<.01
13	88	46	2	44	51.51	<.01
14	88	41	2	49	60.44	<.01
15	89	67	1	23	23.27	<.01

*Item where Yates correction was applied (Problems with a a cell where fe<10.

Item	Correct		Incorrect		Significance	
	White	Black	White	Black	χ^2	p
16	89	43	1	47	60.11	< .01
17	90	81	0	9	7.49	< .01
18	88	49	2	41	46.47	< .01
19	89	65	1	25	25.89	< .01
20	85	71	5	19	9.42	< .01
21	84	44	6	46	43.27	< .01
22	83	64	7	26	13.40	< .01
*23	90	74	0	16	15.43	< .01
24	81	31	9	59	59.09	< .01
25	88	57	2	33	34.09	< .01
26	84	44	6	46	43.27	< .01
*27	90	80	0	10	8.58	< .01
28	81	22	9	68	79.00	< .01
29	87	41	3	49	57.22	< .01
30	90	81	0	9	7.49	< .01
31	88	60	2	30	29.80	< .01
32	82	19	8	71	89.54	< .01
33	90	68	0	22	25.60	< .01
34	74	31	16	59	42.26	< .01
35	88	69	2	21	18.00	< .01
36	90	54	0	36	45.00	< .01
*37	90	75	0	15	14.26	< .01
38	82	20	8	79	86.97	< .01
39	72	37	18	53	28.49	< .01
*40	90	78	0	12	10.80	< .01
*41	90	89	0	1	0.00	n.s.
42	89	82	1	8	4.21	< .05
43	87	43	3	47	53.61	< .01
*44	90	76	0	14	13.09	< .01
45	89	54	1	36	41.68	< .01
*46	88	78	2	12	6.27	< .02
47	90	56	0	34	41.92	< .01
*48	90	80	0	10	8.58	< .01
49	86	21	4	69	97.36	< .01
*50	89	84	1	6	2.38	n.s.
51	90	82	0	8	6.41	< .02
52	90	69	0	21	23.77	< .01
53	90	39	0	51	71.16	< .01
54	89	37	1	53	71.53	< .01
*55	89	87	1	3	.26	n.s.
56	89	57	1	33	37.13	< .01
57	89	64	1	26	25.10	< .01
58	88	59	2	31	31.21	< .01
*59	90	81	0	9	7.49	< .01
60	36	20	34	70	14.76	< .01
61	90	90	0	1	.00	n.s.
*62	88	78	2	12	6.27	< .02

Item	Correct		Incorrect		Significance	
	White	Black	White	Black	χ^2	p
*63	90	84	0	6	4.31	<.05
64	79	58	11	32	13.48	<.01
*65	82	86	8	4	.80	n.s.
*66	89	75	1	15	11.59	<.01
*67	81	82	9	8	.00	n.s.
68	86	72	4	18	8.75	<.01
69	90	90	1	1	00	n.s.
70	81	25	9	65	71.96	<.01
71	49	42	41	48	1.09	n.s.
*72	90	89	0	1	.00	n.s.
*73	85	74	5	16	5.39	<.05
*74	87	78	3	12	4.66	<.05
75	77	74	13	16	.37	n.s.
76	88	81	2	9	3.49	n.s.
77	74	81	16	9	2.28	n.s.
*78	87	81	3	9	2.23	n.s.
*79	89	84	1	6	2.38	n.s.
*80	88	77	2	13	7.27	<.01
81	75	58	15	32	8.31	<.01
82	90	81	0	9	9.47	<.01
*83	80	82	10	8	.06	n.s.
*84	88	78	2	12	6.27	<.02
*85	90	83	0	7	5.35	<.05
*86	90	85	0	5	3.29	n.s.
*87	90	84	0	6	4.31	<.05
88	82	46	8	44	35.05	<.01
89	76	60	14	30	7.70	<.01
90	75	62	15	28	5.16	<.05
*91	90	66	0	24	25.43	<.01
92	81	62	9	28	12.28	<.01
93	69	62	21	28	1.37	n.s.
*94	88	79	2	11	5.31	<.05
*95	88	77	2	13	7.27	<.01
*96	89	79	1	11	7.23	<.01
97	62	54	28	36	1.55	n.s.
*98	86	79	4	11	2.62	n.s.
*99	90	80	0	10	8.58	<.01
*100	85	75	5	15	4.56	<.05
101	83	71	7	19	6.47	<.02
102	81	69	9	21	5.76	<.02
103	69	53	21	37	6.51	<.02
104	80	65	10	25	7.98	<.01
105	85	71	5	19	9.42	<.01
106	85	72	5	18	8.42	<.01
*107	87	82	3	8	1.55	n.s.
108	83	68	7	22	8.06	<.01
*109	87	75	3	15	7.47	<.01
*110	90	85	0	5	3.29	n.s.

Item	Correct		Incorrect		Significance	
	White	Black	White	Black	χ^2	p
111	80	61	10	29	11.82	<.01
112	87	64	3	26	21.75	<.01
113	86	72	4	18	10.15	<.01
114	73	78	17	12	1.03	n.s.
*115	89	80	1	10	6.20	<.02
*116	89	71	1	19	16.26	<.01
117	78	68	12	22	3.63	n.s.
118	88	70	2	20	16.78	<.01
*119	85	76	5	14	3.77	n.s.
*120	89	83	1	7	3.27	n.s.
121	78	58	12	32	12.03	<.01
*122	86	83	4	7	.39	n.s.
123	84	68	6	22	10.83	<.01

Table 2 is a rearrangement of the probabilities contained in Table 1. Significance levels of the items are shown next to the item numbers that have been placed opposite the category of deviation. The object was to portray the reliability of significances.

Table 2 Probabilities of Table 1 arranged by category and question type.

Section I-A Substitutions, Omissions and Distortions-pictures			
Medial (th) voiceless	1<.01	11<.01	21<.01
Medial consonant cluster (st)	2<.01	12<.01	22<.01
Medial (r)	3<.01	13<.01	23<.01
Vowel distortions i/e	4<.01	14<.01	24<.01
Final (th) voiceless	5<.01	15<.01	25<.01
Final consonant cluster (sk)	6<.01	16<.01	26<.01
Final (r)	7<.01	17<.01	27<.01
Final consonant cluster (st)	8<.01	18<.01	28<.01
Medial (l)	9<.01	19<.01	29<.01
Vowel distortions å/ī	10 n.s	20<.01	30<.01
Section I-B Substitutions, Omissions and Distortions-Sentences			
Medial (th) voiceless	31<.01	42<.05	53<.01
Final consonant cluster (st)	32<.01	43<.01	54<.01
Medial (r)	33<.01	44<.01	55 n.s
Vowel distortions i/e	34<.01	45<.01	56<.01
Final (th) voiceless	35<.01	46<.02	57<.01
Final consonant cluster (sk)	36<.01	47<.01	58<.01
Final (r)	37<.01	48<.01	59<.01
Irregulars	38<.01	49<.01	60<.01
Medial consonant cluster (st)	39<.01	50 n.s	61 n.s
Medial (l)	40<.01	51<.02	62<.02
Vowel distortions å/ī	41 n.s	52<.01	63<.05

Section II Subject Verb Agreement			
First person singular past tense	64 <.01	74 <.05	84 <.02
First person singular present tense	65 n.s	75 n.s	85 <.05
First person plural past tense	66 <.01	76 n.s	86 n.s
First person plural present tense	67 n.s	77 n.s	87 <.05
Second person past tense	68 <.01	78 n.s	88 <.01
Second person present tense	69 n.s	79 n.s	89 <.01
Third person singular past tense	70 <.01	80 <.01	90 <.05
Third person singular present tense	71 n.s	81 <.01	91 <.01
Third person plural past tense	72 n.s	82 <.01	92 <.01
Third person plural present tense	73 <.05	83 n.s	93 n.s
Section III Subject Verb Agreement (to be)			
First person singular past tense	94 <.05	104 <.01	114 n.s
First person singular present tense	95 <.01	105 <.01	115 <.02
First person plural past tense	96 <.01	106 <.01	116 <.01
First person plural present tense	97 n.s	107 n.s	117 n.s
Second person past tense	98 n.s	108 <.01	118 <.01
Second person present tense	99 <.01	109 <.01	119 n.s
Third person singular past tense	100 <.05	110 n.s	120 n.s
Third person singular present tense	101 <.02	111 <.01	121 <.01
Third person plural past tense	102 <.02	112 <.01	122 n.s
Third person plural present tense	103 <.02	113 <.01	123 <.01

Twenty three of the forty one categories showed significant results on the three related items. Ten categories show significance on two of the three items and seven categories show significance on one. One category (First person plural present tense), a part of the Subject Verb Agreement (to be) section, produced no significant differences on any of the three items.

Conclusions and Recommendations

The results of table 1 require that certain items be dropped from the test. The numbers of the invalid items are: 10, 41, 50, 55, 61, 65, 67, 69, 71, 72, 75, 76, 77, 78, 79, 83, 86, 93, 97, 98, 107, 110, 114, 117, 119, 120 and 122. Table 2 suggests that the category "First Person Plural Present Tense-Subject Verb Agreement" is an invalid difference between black ghetto and white middle class speech. It is possible that the category is valid, but there is no evidence in the present study to support the notion. All other categories give good evidence of measuring real differences between middle class and ghetto speech. A close examination of the items where significance was not reached shows that on six items the response of the disadvantaged group was equal to, or better than, that of the middle class group. In no single case was significance found in other than the hypothisized direction. It can, then, be

said that evidence specifying a number of differences between black ghetto and white middle class speech patterns have been identified, at least for the validation groups of this study. Generalization of these differences to other groups would require replications of the present study; however, it would appear that the instrument does possess sufficient evidence of validity to recommend its use with individuals. It is suggested that anyone wishing to replicate or use the test, insure that the examiner be experienced in dialect as the scoring is dependent on recognition of deviations. The test is not as comprehensive as would be desirable but does provide a framework and point of reference for remedial work in dialect. It is recommended that all invalid items be dropped, especially item 9, which was inappropriately included. Other items could be added to fill out the present form of the test (3 items per category); however, there is no reason to believe that three measures of the same category are needed in order to be certain that a deviation exists. Three items were included in each category in order to increase the chances that some valid items would be found. For those who might be interested in a further development of the present test, the authors suggest an increased breadth rather than depth. It is recommended that further study consider the option of producing a more comprehensive test by adding categories. Adding categories would probably make it necessary, in the interest of producing a test of practical length, to drop some of the validated items. One might wish to reduce the number of items per category to two, keeping only valid items and add newly validated items to those categories where only one valid item was found. The difficulty in adding new categories is, of course, devising question types that are standard, scorable and valid. Further development would present problems but could be well worth the effort for, as this study shows, the test produced was found to be practical and valid within the limits of its scope.

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Analysis of Speech Patterns

Section I - Pictures
Sound Substitutions, Omissions and Distortions

The examiner presents the numbered pictures to the subject, asks the following questions, and circles or writes the response given by the subject. Coaching can be given in order to elicit the object word as long as the word itself is not used by the examiner. Be sure to score according to the sound of the word. The purpose of these questions, is solely to elicit the sound underlined in the words found in the "correct" column, not to measure knowledge.
INSTRUCTIONS: "I'm going to show you some pictures. As you look at them I want you to tell me what you see."

		Correct	Common Deviations	Other Deviations
1.	"What is this?" (If subject says cake, E. should question further in order to elicit the (th) sound in birthday).	birthday	birfday	_____1.
2.	"What is this?"	postcard	poscard	_____2.
3.	"What is this?" "It comes from a pig. What kind of chop is it?"	porkchop	pokchop	_____3.
4.	"What is this?"	pencil	pncil	_____4.
5.	"What are these?" "They are false _____."	teeth	teef	_____5.
6.	"What is this?"	desk	des	_____6.
7.	"What is this?"	door	do	_____7.
8.	"What direction does this letter represent?" (Examiner points to E).	east	eas	_____8.
9.	"What is this?"	shelf	shef	_____9.
10.	"What is this?"	dice	dace	_____10.
11.	"What is this?"	bathtub	baftub	_____11.

		Correct	Common Deviations	Other Deviations
12.	"What is this?" It's a place where we eat when we go out to dinner. It begins with res.	restaurant	resaurant	_____12.
13.	"What is this?"	thermometer	themometer	_____13.
14.	"What is this?"	penny	pInny	_____14.
15.	"What direction does this letter represent?" (Examiner points to N).	north	norf	_____15.
16.	"What is this?"	mask	mas	_____16.
17.	"What number is this?"	four	fo	_____17.
18.	"What direction does this letter represent?" (Examiner points to W).	west	wes	_____18.
19.	"What number is this?"	twelve	tweve	_____19.
20.	"What is this?"	fire	fqr	_____20.
21.	"What is this?"	toothbrush	toofbrush	_____21.
22.	"What is this?"	constitution	consitution	_____22.
23.	"What is this?" (E. point to board and say "It begins with b").	board	boad	_____23.
24.	"What is this?"	ten	tIn	_____24.
25.	"What direction does this letter represent?" (Examiner points to S),	south	souf	_____25.
26.	"What do we call this?"	tusk	tus	_____26.
27.	"What is this?" "It is a grocery _____."	store	sto	_____27.
28.	"What do we call this man?"	dentist	denis	_____28.
29.	"What is this?" "It goes in a camera."	film	fim	_____29.
30.	"What is this?"	spider	spqder	_____30.

Section I - B, Sentences
Sound Substitutions, Omissions and Distortions

INSTRUCTIONS: "For these next items you are to think of words to complete the sentences, phrases or questions I will ask." Use spelling cards for numbers 34, 38, 45, 46, 49, 56, 60."

	Correct	Common Deviations	Other Deviations
31. "Finish this sequence, reading-writing and _____." (If word other than arithmetic is given, E may say "It begins with a").	arithmetic	arifmetic	_____31.
32. "Finish this sequence, May, June, July and _____."	August	Augus	_____32.
33. "Give me a four letter word that begins with l and ends in d that is used in place of God or Christ."	Lord	Lod	_____33.
34. "What does R-E-A-L-L-Y spell?"	really	rIlly	_____34.
5. "Give me a four letter girls name that begins with Ru."	Ruth	Ruf	_____35.
36. "Give me a three letter word that begins with a and means to question something you don't know."	ask	aks	_____36.
37. "The opposite of rich is _____."	poor	po	_____37.
38. "What does L-E-N-G-T-H spell?"	length	lenth	_____38.
39. "Give me a word that begins with sub. It's what we call the person who takes the place of an absent teacher."	substitute	subsitute	_____39
40. "Give me a four letter word that begins with H and is what a drowning man would shout".	help	hep	_____40.
41. "The opposite of wrong is _____."	right	rdt	_____41.

		Correct	Common Deviations	Other Deviations
42.	"The opposite of within is _____."	without	wifout	_____42.
43.	"What grade comes after kindergarten?"	first	firs	_____43.
44.	"P.M. refers to the evening A.M. refers to _____."	morning	monin	_____44.
45.	"What does F-E-E-L-I-N-G spell?"	feeling	frllin	_____45.
46.	"What does B-O-T-H spell?	both	bof	_____46.
47.	"Give me a word that begins with fr and explains what happens when a cop searches a suspect for weapons."	frisk	fris	_____47.
48.	"Give me a word that begins with m and means the opposite of less."	more	mo	_____48.
49.	"What does S-T-R-E-N-G-T-H spell?"	strength	strenth	_____49.
50.	"When we enjoy a book, we say it is very _____."	interesting	interesing	_____50.
51.	"Give me a four letter word that begins with s and is used in referring to one's own person."	self	sef	_____51.
52.	"Three plus two equals _____."	five	fave	_____52.
53.	"Give me a word that describes how a trackman feels when he finishes a race. It begins with br and ends in less."	breathless	breafless	_____53.
54.	"What part of a chicken does most of the white meat come from?" The word begins with br.	breast	breas	_____54.
55.	"The opposite of playing is _____."	working	wokin	_____55.
56.	"What does D-E-A-L-I-N-G spell?"	dealing	drllin	_____56.

		Correct	Common Deviations	Other Deviations
57.	"You hear with your e..., see with your eyes and talk with your _____." The word begins with m.	mouth	mouf	_____57.
58.	"Give me a four letter word that begins with r and means to take a chance or to do something dangerous."	risk	ris	_____58.
59.	"Give me a word that begins with be and means the opposite of after."	before	befo	_____59.
60.	"What does R-E-C-O-G-N-I-Z-E spell?"	recognize	reconize	_____60.
61.	"M-R-S. stands for missus, M-R. stands for _____."	mister	miser	_____61.
62.	"Give me a word that begins with ch and refers to a group of kids."	children	chidren	_____62.
63.	"When people are married, we refer to them as husband and _____."	wife	wdf	_____63.

Section II - Sentences
Grammatical Structures - Subject-verb agreement

INSTRUCTIONS: The following sentences need one word to be complete. I will read the sentences and leave out the missing word. You are to look at the sentences as I read them, figure out what the missing word should be and say the complete sentence.

		Correct	Common Deviations	Other Deviations
64.	"I h_____ my mother when I was little."	helped	help, helps helpin	_____64.
65.	"Before I cross busy streets, I l____ both ways."	look	looks	_____65.

		Correct	Common Deviations	Other Deviations
66.	"We w_____ T.V. last night."	watched	watch	_____66.
67.	"We e_____ our lunch at noon."	eat	eatin eats	_____67.
68.	"Man, in that race you j_____ those hurdles in record time."	jumped	jump jumps jumpin	_____68.
69.	"When you d_____ wine, it makes you drunk."	drink	drinks drinkin drinked drank	_____69.
70.	"He d_____ the wine and threw away the bottle."	drank	~~drinks~~ drinkin	_____70.
71.	"The man d_____ look happy."	doesn't	don't	_____71.
72.	"The boys r_____ down the alley when they heard the alarm."	ran	run runs runnin	_____72.
73.	"They usually l_____ for girls when it is time for the dance."	look	looks lookin looked	_____73.
74.	"I w_____ over-time last week."	worked	work workin works	_____74.
75.	"I l_____ to get Christmas presents."	like	likes	_____75.
76.	"We c_____ out last summer."	camped	camp	_____76.
77.	"We p_____ to get jobs today."	plan	plannin plans	_____77.
78.	"The last time you called your mother you t_____ for two hours."	talked	talk talks talkin	_____78.
79.	"If you w_____ a good job, get a good education."	want	wants wanted wantin	_____79.

Section III - Sentences
Grammatical Structures Subject-verb agreement-forms of the verb to be

INSTRUCTIONS: "The following sentences may or may not need another word to be complete. Read the sentence to yourself and decide if another word is needed.* If you think another word is needed, say the sentence and include the word. If the sentence sounds alright without another word, say the sentence the way it is". "If a response is needed, it should be in the form of the verb to be."

		Correct	Common Deviations	Other Deviations
94.	"I _____ there when the fight started."	was	were omitted	_____94.
95.	"I _____ a better student than he is."	am	is omitted	_____95.
96.	"Last Christmas, we _____ happy to get the presents."	were	is are was omitted	_____96.
97.	"When we finish supper, we _____ having cake."	are	is omitted	_____97.
98.	"Where _____ you when the dance started?"	were	was omitted	_____98.
99.	"It is easy to day dream when you _____ in class."	are	be is omitted	_____99.
100.	"He _____ told to go back home."	was	were be omitted	_____100.
101.	"John says that he _____ a good driver now."	is	was be omitted	_____101.
102.	"They _____ still sleeping when their mother called them to breakfast."	were	was omitted	_____102.

*The intent of these instructions is to permit the scoring of subject-verb agreement (to be) and omission of the verb to be. If the subject omits any of the verbs, circle the word omitted under the column. "Common Deviations"

		Correct	Common Deviations	Other Deviations
103.	"With these new uniforms, they _____ ready for the game."	are	is be omitted	_____103.
104.	"I told the teacher I _____ having trouble with math."	was	were omitted	_____104.
105.	"After I get home, I _____ going to the store."	am	is omitted	_____105.
106.	"When we stayed in the hospital we _____ given good food."	were	is are was omitted	_____106.
107.	"We will win because we _____ bigger and stronger."	are	is omitted	_____107.
108.	"You told me you _____ sick."	were	was omitted	_____108.
109.	"When you steal a car you _____ breaking the law."	are	be is omitted	_____109.
10.	"The house _____ robbed last night."	was	were be is	_____110.
111.	"This week Mary _____ going on a trip."	is	was be omitted	_____111.
112.	"When they finished the season, they _____ in last place."	were	was omitted	_____112.
113.	"When Mary and Sue get up they _____ going to school."	are	is be omitted	_____113.
114.	"I took the job because I _____ deep in debt."	was	were omitted	_____114.
115.	"As soon as I get the money, I _____ leaving.	am	is omitted	_____115.

		Correct	Common Deviations	Other Deviations
116.	"At the last class, we _____ told to be quiet."	were	is are was omitted	_____116.
117.	"Our test scores show that we _____ smarter."	are	is omitted	_____117.
118.	"They told me you _____ here."	were	was omitted	_____118.
119.	"You _____ the best speaker we have."	are	is be omitted	_____119.
120.	"In the previous semester, Cindy _____ absent a lot."	was	were ~~be~~ is	_____120.
121.	"The house _____ being finished this month."	is	was omitted	_____121.
122.	"They _____ out of their seats when the teacher arrived."	were	was be omitted	_____122.
123.	"After Fred and George eat lunch, they _____ going to the beach."	are	is be omitted	_____123.

Section I - A - Substitution, Omissions and Distortions - Pictures

Medial (th) voiceless	1	11	21
Medial consonant cluster (st)	2	12	22
Medial (r)	3	13	23
Vowel distortions ɪ/ɛ	4	14	24
Final (th) voiceless	5	15	25
Final consonant cluster (sk)	6	16	26
Final (r)	7	17	27
Final consonant cluster (st)	8	18	28
Medial (l)	9	19	29
Vowel distortions ɑ/əɪ	10	20	30

Section I - B - Substitution, Omissions and Distortions - Senctences

Medial (th) voiceless	31	42	53
Final consonant cluster (st)	32	43	54
Medial (r)	33	44	55
Vowel distortions ɪ/ɛ	34	45	56
Final (th) voiceless	35	46	57
Final consonant cluster (sk)	36	47	58
Final (r)	37	48	59
Irregulars	38	49	60
Medial consonant cluster (st)	39	50	61
Medial (l)	40	51	62
Vowel distortions ɑ/əɪ	41	52	63

Section II Subject Verb Agreement

First person singular past tense	64	74	84
First person singular present tense	65	75	85
First person plural past tense	66	76	86
First person plural present tense	67	77	87
Second person past tense	68	78	88
Second person present tense	69	79	89
Third person singular past tense	70	80	90
Third person singular present tense	71	81	91
Third person plural past tense	72	82	92
Third person plural present tense	73	83	93

Section III Subject Verb, Agreement (to be)

First person singular past tense	94	104	114
First person singular present tense	95	105	115
First person plural past tense	96	106	116
First person plural present tense	97	107	117
Second person past tense	98	108	118
Second person present tense	99	109	119
Third person singular past tense	100	110	120
Third person singular present tense	101	111	121
Third person plural past tense	102	112	122
Third person plural present tense	103	113	123

STUDENT SECTION

64. "I h_____ my mother when I was little."

65. "Before I cross busy streets, I l_____ both ways."

66. "We w_____ T.V. last night."

67. "We e_____ our lunch at noon."

68. "Man, in that race you j_____ those hurdles in record time."

69. "When you d_____ wine, it makes you drunk."

70. "He d_____ the wine and threw away the bottle."

71. "The man d_____ look happy.

72. "The boys r_____ down the alley when they heard the alarm."

73. "They usually l_____ for girls when it is time for the dance."

74. "I w_____ over-time last week."

75. "I l_____ to get Christmas presents."

76. "We c_____ out last summer."

77. "We p_____ to get jobs today."

78. "The last time you called your mother you t_____ for two hours."

79. "If you w_____ a good job, get a good education."

80. "She c_____ her hair and brushed her teeth."

81. "Tom s_____ his prayers before he goes to sleep."

82. "They r_____ the bank and ran to their car."

83. "They l_____ to eat while they watch the game."

84. "When I was young, I w_____ a new bike."

85. "Sometimes I g_____ to the store for my mother."

86. "We p_____ baseball yesterday."

87. "We g_____ to school five days a week."

88. "The teacher got mad because of the questions you a_____ her."

89. "You t_____ your chances when you cross the law."

90. "The car r_____ over and killed the people."

91. "She g_____ to the store when she needs more food."

92. "They l_____ both ways before they crossed the street."

93. "They k_____ their cool when the score is close."

94. "I _____ there when the fight started."

95. "I _____ a better student than he is."

96. "Last Christmas, we _____ happy to get the presents."

97. "When we finish supper, we _____ having cake."

98. "Where _____ you when the dance started?"

99. "It is easy to day dream when you _____ in class."

100. "He _____ told to go back home."

101. "John says that he _____ a good driver now."

102. "They _____ still sleeping when their mother called them to breakfast."

103. "With these new uniforms, they _____ ready for the game."

104. "I told the teacher I _____ having trouble with math."

105. "After I get home, I _____ going to the store."

106. "When we stayed in the hospital we _____ given good food."

107. "We will win because we _____ bigger and stronger."

108. "You told me you _____ sick."

109. "When you steal a car you _____ breaking the law."

110. "The house _____ robbed last night."

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113. "When Mary and Sue get up they _____ going to school."

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117. "Our test scores show that we _____ smarter."

118. "They told me you _____ here."

119. "You _____ the best speaker we have."

120. "In the previous semester, Cindy _____ absent a lot."

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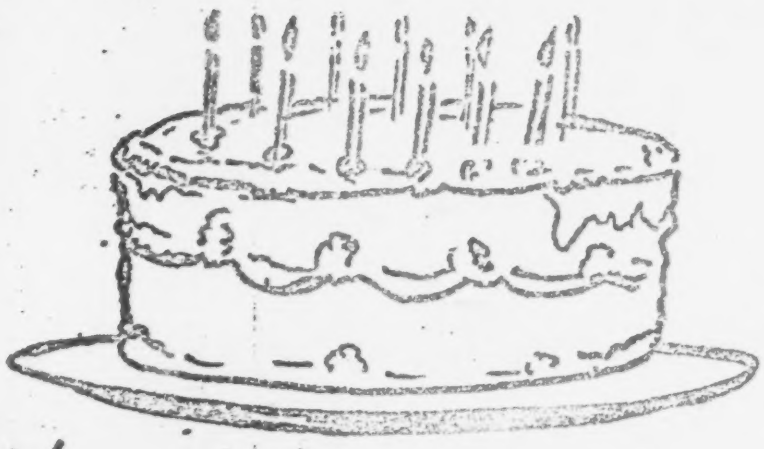
122. "They _____ out of their seats when the teacher arrived."

123. "After Fred and George eat lunch, they _____ going to the beach."



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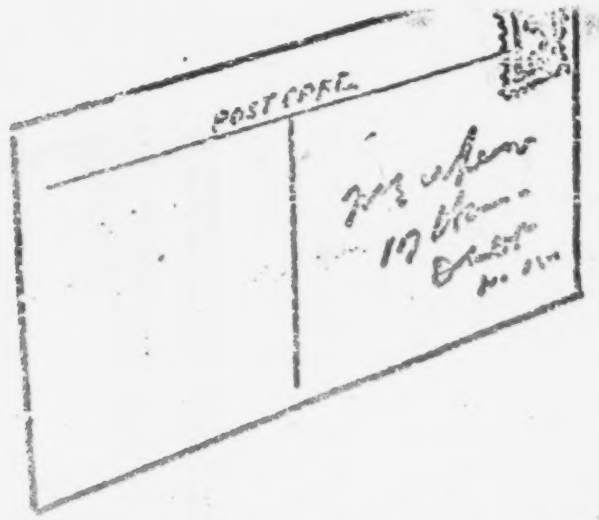

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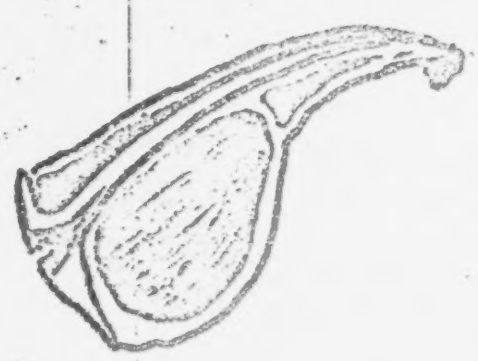

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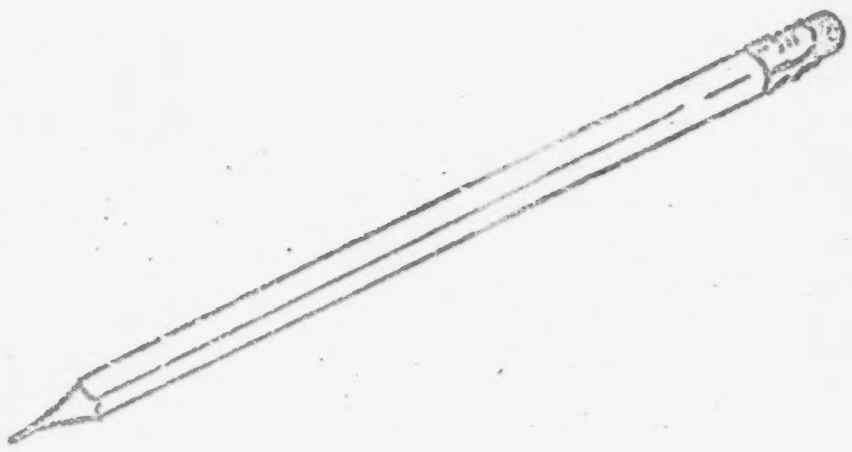

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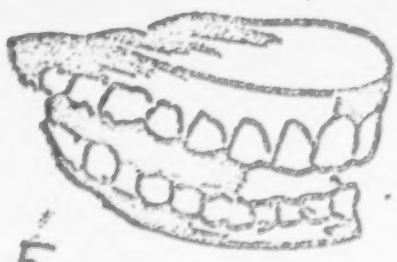

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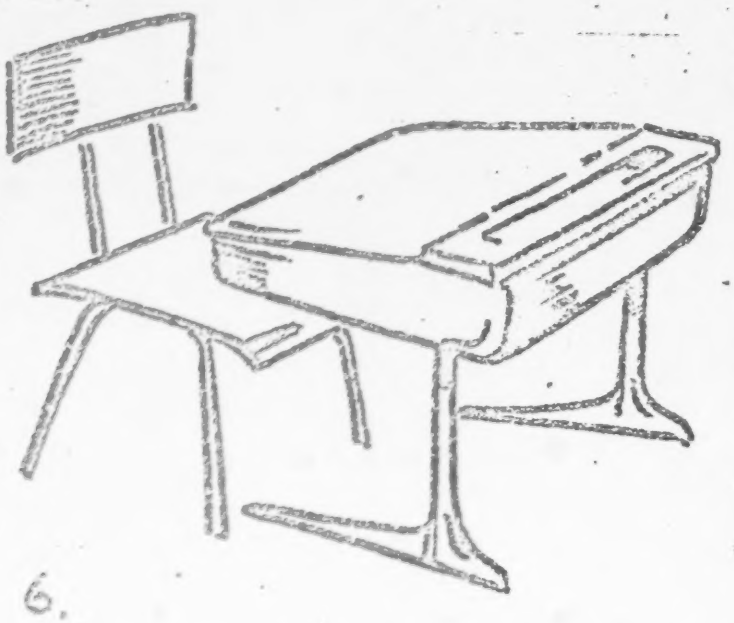

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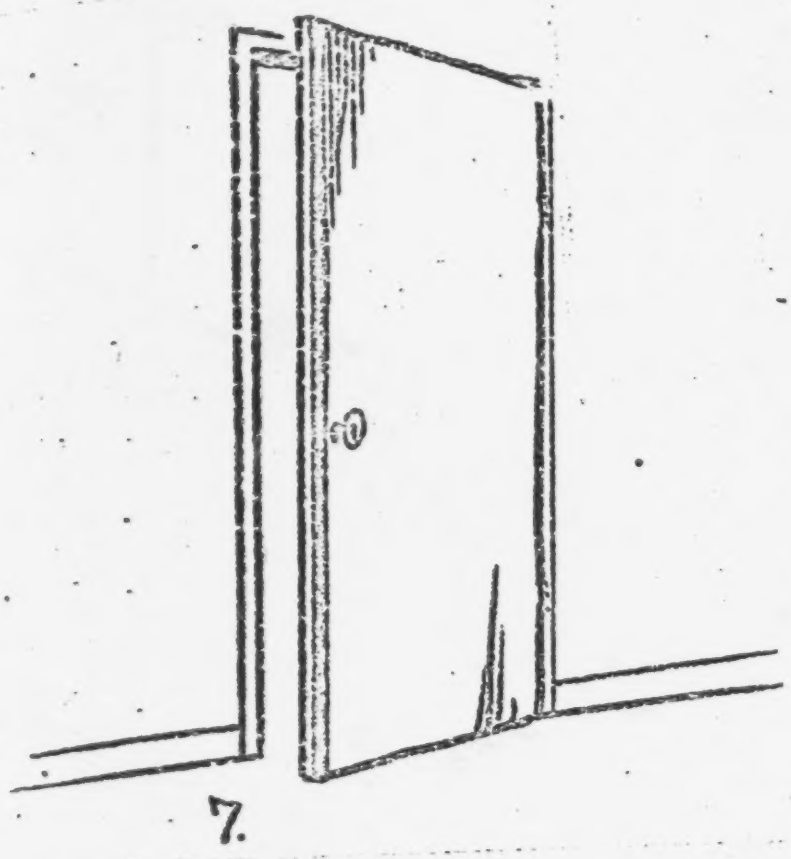

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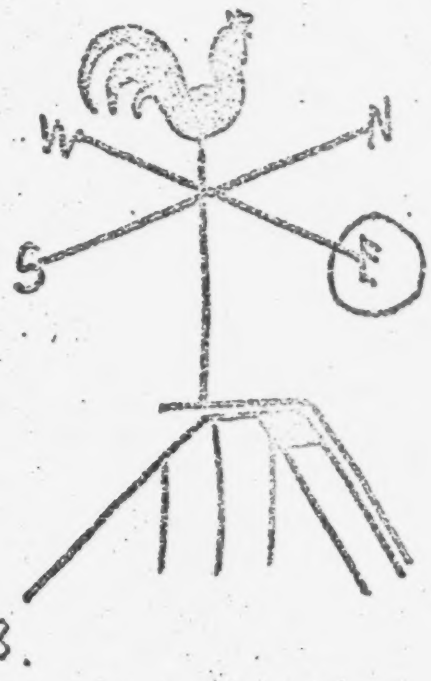

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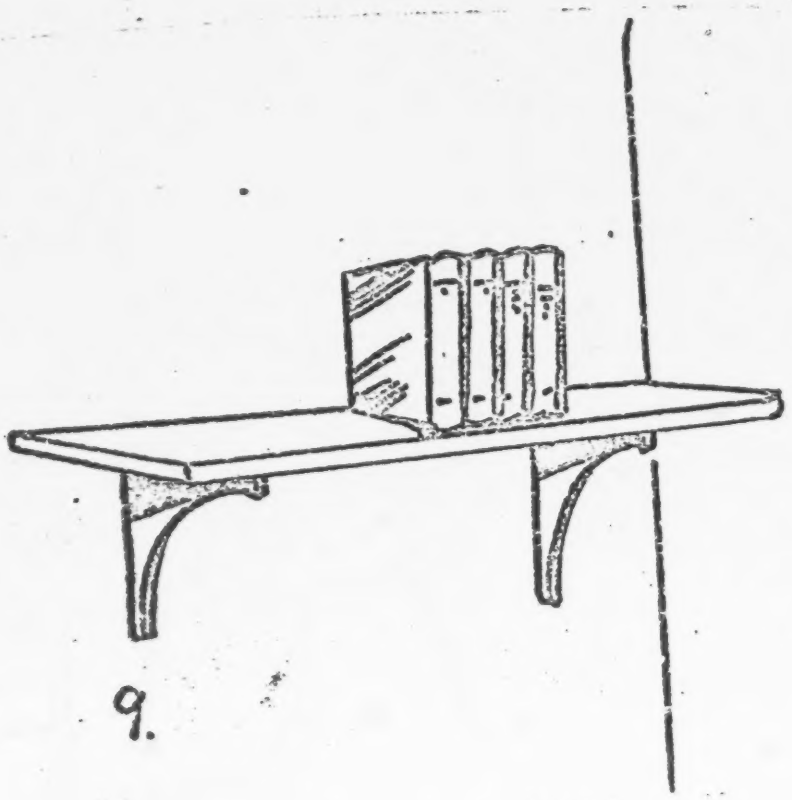

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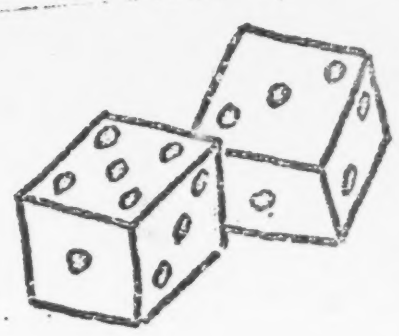

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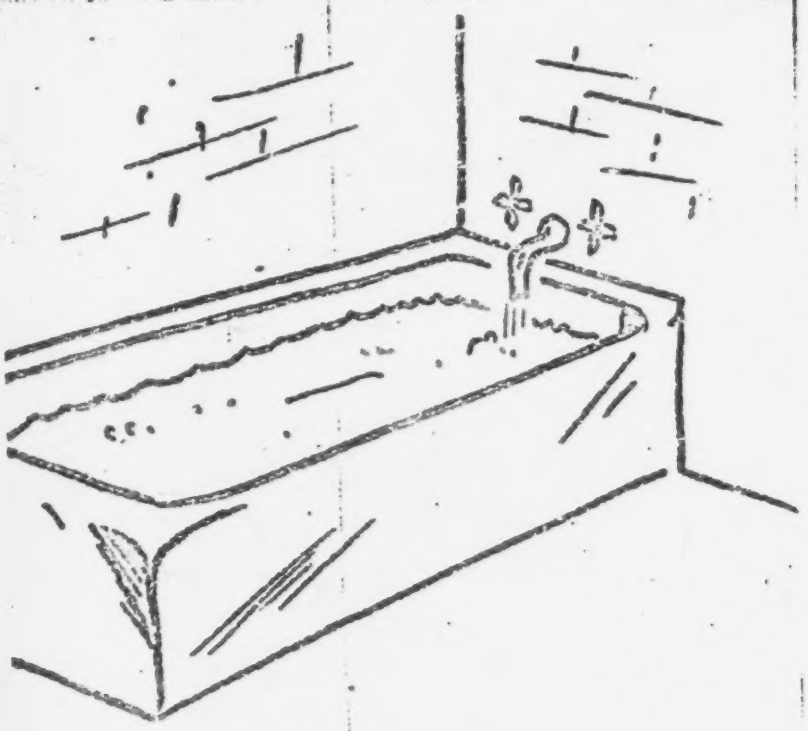

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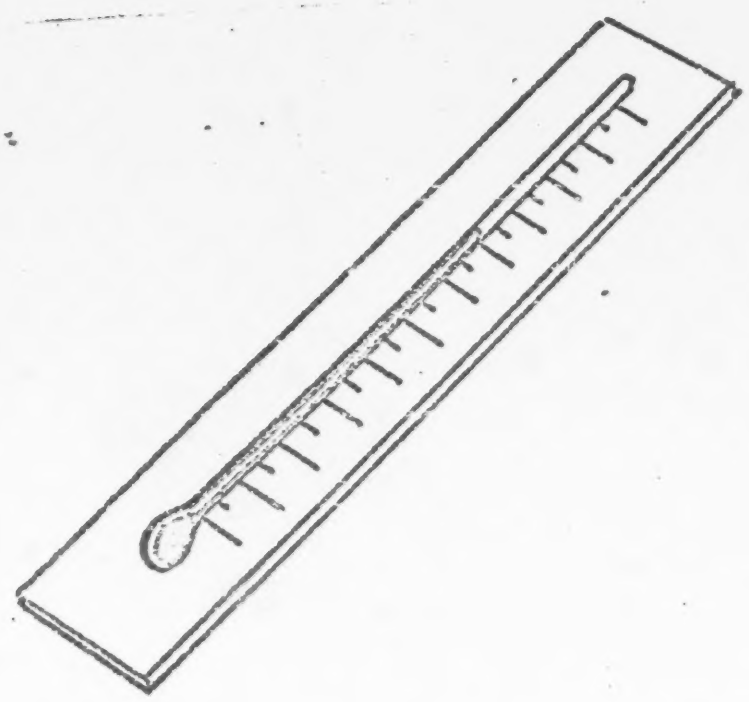

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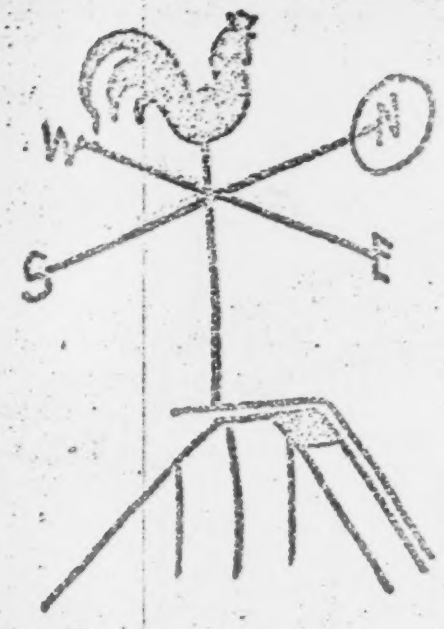

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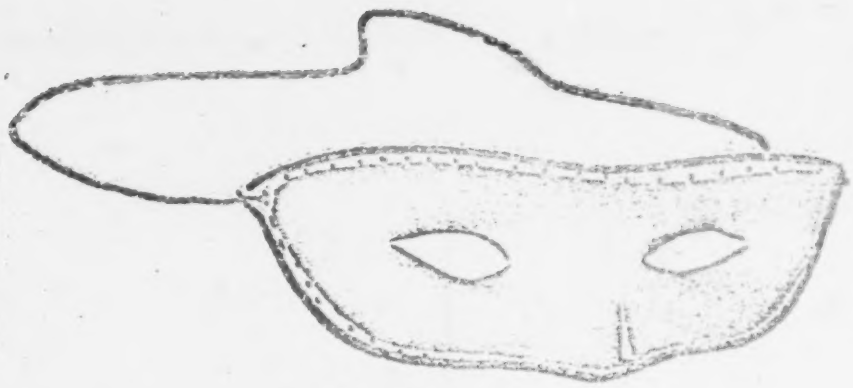

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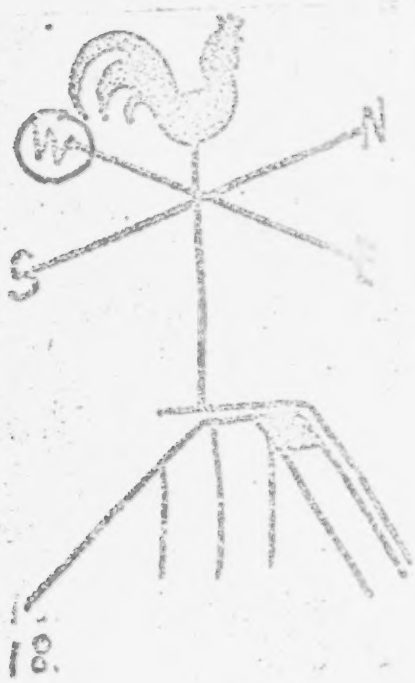

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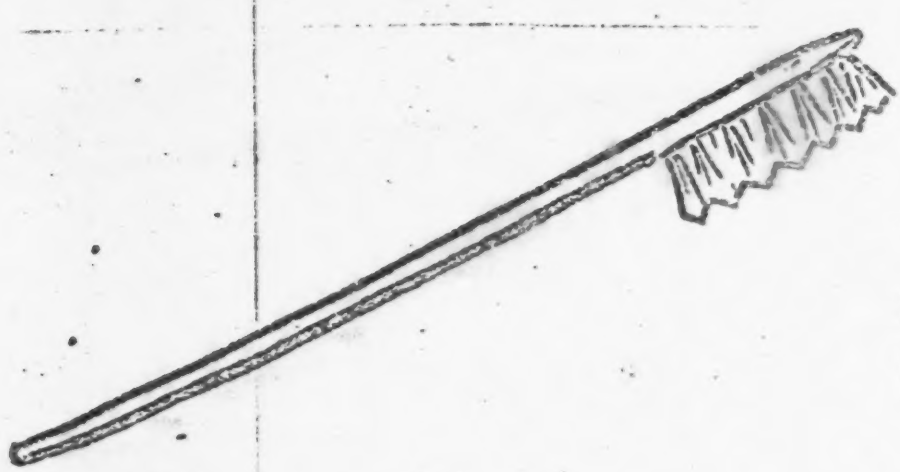

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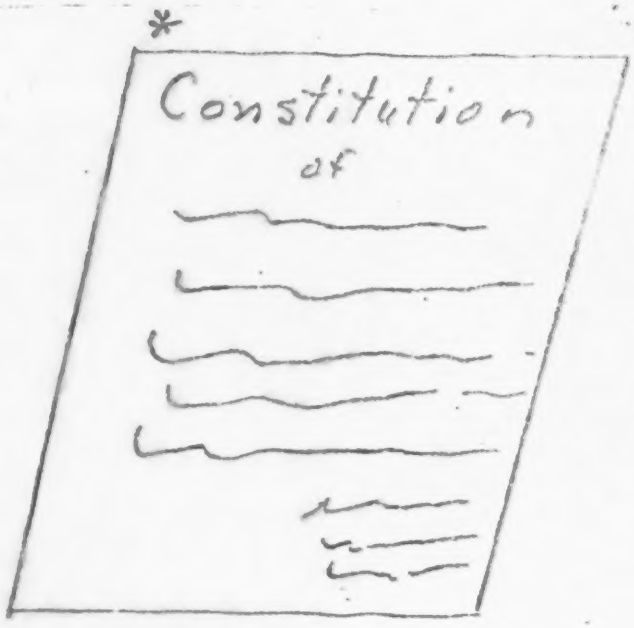

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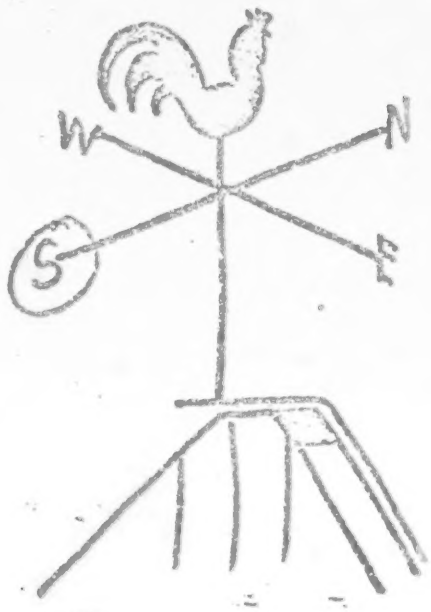

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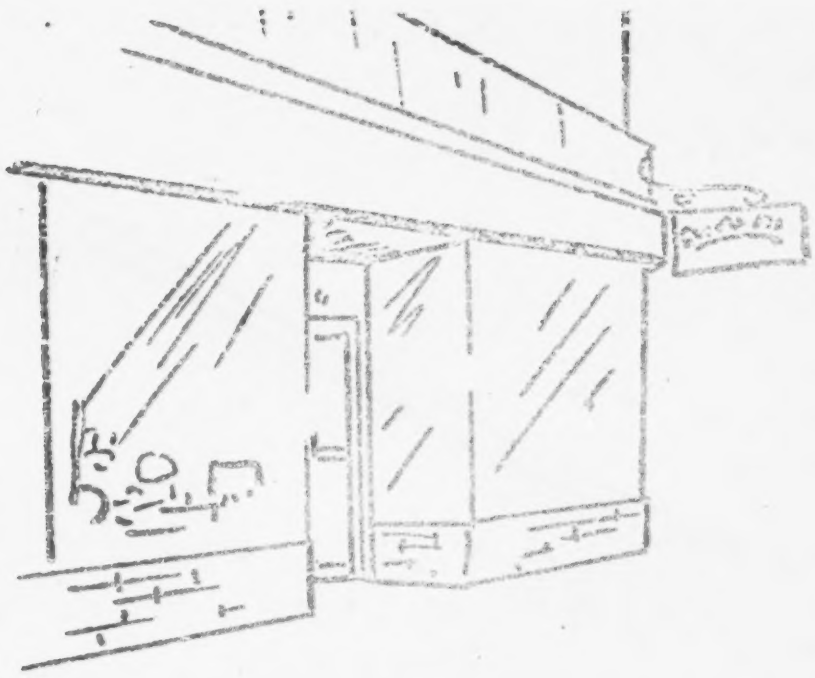

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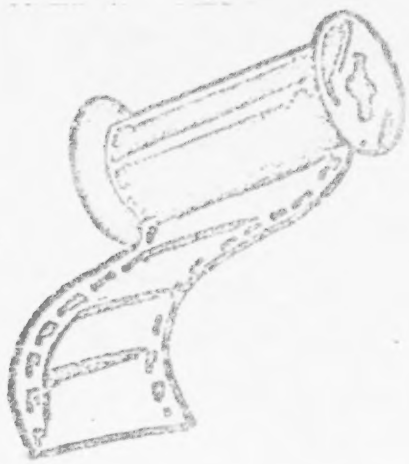

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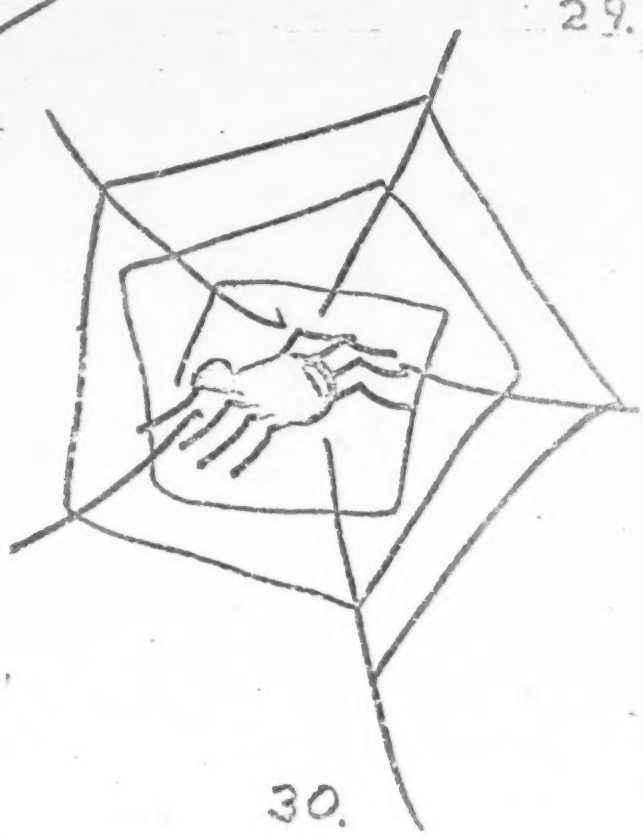

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